

# Capturing the Creek Cultural Connection

## Educator Lesson Plan

*Original Lesson by E.V. Bell, COSEE-SE, 2008; Updated 2020*

## About This Activity

**Target Grades:** 5, 7, 8, 9 – 12

**S.C. State Science Standards:** 5-3.6; 7-4.5; 8-3.9; ES-5.1, 5.8

## Ocean Literacy Essential Principle

#6: The ocean and humans are inextricably interconnected.

## Focus Questions

- What is your “watershed address”? What are the specific creeks, streams, and rivers that make up your watershed?
- What is the cultural and historical significance of the water bodies in your area?
- How is your watershed being impacted today?

## Objectives

- Describe how local creeks connect to a larger watershed system within the state.
- Communicate the historical and cultural importance of the creeks and watershed systems in the area.

- Identify how the local watershed is currently being impacted positively and negatively.

## Materials

- Map of your state that shows rivers, lakes, and creeks\*
- Colored dots (variety of colors)
- Copies of the “Student Page” for each group (at the end of this lesson plan)

\*Access to Google Earth can substitute for a hard copy map.

## Activity Details

**Group Size:** Groups of 3 – 4 students are recommended.

**Time:** Up to 2 weeks or several class periods for the background research and 1 hour to complete assignment in class.

## Procedure

### Student Research (to be done in class or as an out-of-class assignment)

- Each group of students will be given the “Capturing the Creek Cultural Connection Student Page” (found at the end of this lesson plan) that will facilitate the research of a creek in their area.
  - Give the students time either in class or as an out-of-class assignment to research the **name** of a creek in their area and answer the associated questions. *Although the Internet is a reliable source, encourage students to head to their local library or museum where historical records might be kept.*
  - Each student should try to identify the exact location of their creek on the map or on Google Earth to the best extent possible.
  - Students should be prepared to discuss their research in class.
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## Class Activity

- 1) Have each group of students locate their respective creeks on the state map marking it with a colored dot (use all the same colored dots for this step). If using Google Earth, have the students drop a pin in the appropriate location.
- 2) As each student/group identifies their creek on the map, their research can also be presented. Have each group report out about the origin of the creek name. Possible guiding questions can be given to the students such as:
  - Was the creek named after a person?
  - Was the creek named after a person or group of people?
  - Was the creek named after an event?
  - Was the creek named after a resource it provided?
- 3) Once each creek has been located on the map, have each group, one at a time, identify the larger river or water body the creek drains into by using a different colored dot to denote these junctions. If using Google Earth, drop a different colored pin or icon for this step.
- 4) After each creek's drainage source has been identified, select a couple of students to identify how the water continues to flow throughout the watershed system. Use different colored dots (or electronic pins for Google Earth) for additional drainage points.
- 5) Through the pattern of dots, individual creeks will be noted and their connection to the larger watershed will be emphasized. Ask students how their specific creek is impacted or impacts others.

## Discussion Questions

- 1) Discuss the results for your area in the context of creek use and development. Why do you think creeks were sought out to be places for community living and development hundreds or even thousands of years ago? How do you think the creeks were impacted then? How are they being impacted now?
- 2) Discuss the role of non-point and point source pollution in a watershed.
- 3) Discuss connections of your state to watersheds in neighboring states. Watersheds know no boundaries!

# Capturing the Creek Cultural Connection

## Student Page

### Creek Name:

**Location:** Identify the creek on a map or on Google Earth. Where does the creek begin? What body of water does the creek flow into?

**Creek Name Origin:** Research the origin of the name of the creek. The following questions are meant to guide you:

Is the creek named for an historic community? If so, describe this community.

Is the creek named for an historic battle? If so, which battle and what are the details surrounding the battle?

Is the creek named for a quirky story/legend/myth or superstition?

Is the creek named for its historic uses (such as trade, agriculture, etc.)?

Is the creek named for a geologic, natural feature?

**Uses:** What were the historic uses of the creek? What are the current uses of the creek? Of the current uses, are there any that might be harmful to the quality of the water?